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### The Inside of English Textbooks in a City of Education: A Cultural Content Analysis

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#### **Abstract**

The purpose of teaching English as a foreign language is learners are able use it both in spoken and written language, as well as understand the culture of the target language. Cultural material is seen as important as a learning medium to improve language skills, cultural understanding, and appreciation for diversity. English textbooks carried two important missions, namely language and cultural learning media. This study explores cultural materials in two English textbooks in Kota Metro - Indonesia as a city of education. The research used qualitative approach with content analysis technique. The research object was seven English textbooks used in high schools. Data analysis is done descriptively used Miles and Huberman model. The findings as follow: (1) The cultural materials were divided into three types of source information. (2) The culture materials were mostly presented into text rather than audio-visual. (3) There were four elements of culture in English textbooks: products, persons practices, and perspectives. The cultural materials can create students who have character, moral values who then live and interact in multicultural society.

**Keywords:** *English Materials; Cultural Content; Cultural Elements; Multicultural Society*

#### **Introduction**

Language and culture become two things that are linked and inseparable from each other (Jiang, 2000)(Fong et al., 2017). Language is a product of culture, Gleason in Kuo and Lai stated that language is a symbol of culture (Kuo & Lai, 2006). The culture will be a counterfeit item, if in the absence of language as a tool to embellish it (Iskan et al., 2017). The culture directly leads and shapes diversity in language (Mahadi & Jafari, 2012). It means that learning one language, is also the process of learning a culture (Yu et al., 2014).

Teaching English as a foreign language, according to Robert Lado a linguist as quoted by Jin Wang, aims to make language learners able to use English both oral and written as well as understand the culture of the target language(Wang, 2011)(Soomro et al., 2015)(Iskan et al., 2017). Consequently, the teaching of English language can also be manifested by strengthening the awareness and understanding of

learners on cross-cultural issues (Purba, 2011), where the learning can be done by instilling cultural values in each learning process through textbooks. Textbooks have a significant role to play in the process of transferring knowledge to cultural diversity (Faris, 2016) (Yonata & Riau, 2017).

Lee and Patterson as cited by Haider Choudhury argued that in the issue of culture in classroom, the culture-specific learning involves acquiring knowledge, behavioral skills, and attitude related to a given target speech society. The culture-specific aspect is specified into both the Big 'C' and the small 'c' domains. The Big "c" domain represents a set of facts and statistics relating to the arts, history, geography, business, education, festivals and customs of a target speech society. The small "c" domain, on the other hand, refers to the invisible and deeper sense of a target culture (Choudhury, 2013).

In the process of learning English related to cultural values, students do not just discover to look at what is explained by the teachers, because teachers are sometimes remiss with the planting of culture in each learning activity. (Yeganeh & Raesi, 2015). Students need references to explore knowledge so that students' understanding of the horizons of cultural and language skills can be optimized (Weninger & Kiss, 2013) (Teo & Kaewsakul, 2016). With textbooks, students are led to practice and try out the variety of knowledge that has been learned from the book (Gómez Rodríguez, 2015). Cultural value in a book or teaching material becomes such important in teaching English in schools, to promote language skills, to love of culture, and to maintain the nationalism (Muslim, 2017). These values can be applied in the content in the form of readings, illustrations, dialogues, exercises, and tasks in the book. Cross-cultural understanding is very useful for students, in turn, will be replicable and applied in everyday life, especially they will live with multicultural society (Catana, 2014) (Lie, 2017).

Some previous studies showed that the culture in the target language is more prominent. Meanwhile, local culture itself is presented in the form of character naming, place, location, and rituals that become the topic of discussion in English textbooks (Hermawan & Noerkhasanah, 2012). The English textbooks are familiar to be used in Indonesia did not appropriately demonstrate cultural diversity in the international context as cultures of Indonesia and English-speaking countries have their dominancy. In addition, the textbooks mostly demonstrated intercultural interactions in fragmented, limited, and superficial ways (Putra et al., 2020). Sugirin, Sudartini, Suciati, and Nurhayati investigated seven English textbooks of Junior High School used in Jogjakarta. The finding showed that the form of writing and picture which have inserted cultural elements then classified into knowledge, behaviors, and artifacts, in both western and Indonesian cultural contexts with the result, but those were not followed by adequate explanations to anticipate misunderstanding (Sugirin, et.al 2013). To provide a different view from previous research, the researchers assume that the cultural content analysis of English textbooks used as a learning medium in the city of education and multicultural needs to be done to measure the role of education in edifying the objectives of education that coexist in a plural society.

Metro is one of the cities in Lampung Province – Indonesia, which carries the jargon "*The City of Education*", making this city a magnet for learners coming from various regions. Thus, resulting in cultural crosses, assimilation and the formation of a multicultural society. However, multiculturalism is influenced by ethnicity situations which did not guarantee the emergence of multiculturalist attitudes but have the least related effects, discrimination, and segregation (Damanik, 2020).

Based on the consideration above, the researchers want to analyze the contents of the English textbooks in Metro. The research questions as follow: (1) What are the sources of Cultural materials in English textbooks. (2) How the cultural contents are presented in? (3) What cultural elements are in the English textbooks? The current research aims to investigate the source of materials, presentation of cultural materials, and cultural elements in English books and elaborate the results of research so that it can be obtained the advantages, namely expanding knowledge in the field of English language learning on

cultural issues. Besides, this research can be useful in efforts to develop quality and learning outcomes and increase research in the field of education.

## Methodology

This research uses qualitative with content analysis. In this case, researchers describe systematically, factually, and accurately the facts and causal relationships of the phenomena studied (Hawkins, 2013). The content analysis in the social field can be an effort to understand textbooks that include elements of value, namely cultural value in English teaching books. Existing data in the form of recording documents that are decomposed in the form of words, images, text or sentences, not in numbers (Roberts, 2015). The content analysis is used to systematically analyze the contents of textbooks. The primary data of this study is two English textbooks, called *Bahasa Inggris for X SMA/SMK* in the first and second semester in. The use of the books were published by The Ministry of Culture and Education, also those were in accordance with Indonesian government regulations regarding the 2013 curriculum used in High Schools in Metro. The procedure used in this study uses the following steps: formulating research problems; conducting library studies, determining observation units and analysis units, specifying a sample and variables, creating categorization, collecting the data, coding data, processing data, presenting data and providing the interpretation. Data analysis is done descriptively used Miles and Huberman model (Miles, Huberman et al., 2014). The data analysis phase includes reduction data, display data, and conclusion drawing or verification. Then, analyze the validity of the data using triangulation techniques.

## Finding

In this section, researchers divided the findings into three as exposure to the results to answer three research questions: (1) What are the sources of Cultural materials in English textbooks. (2) How the cultural contents are presented in? (3) What cultural elements are in the English textbooks?

### The Source of Culture in English Textbooks

The findings of this study showed that based on readings in the two English textbooks used as samples of this research successfully identified aspects of multiculturalism and also cultural components that are integrated in English learning materials, both in the form of Indonesian culture and western culture. From the findings, researchers grouped them into three different types of cultural information : target culture materials, source cultural materials, international culture material (Cortazzi & Jin, 1999). The findings data are presented in the table below.

**Table 1. The Cultural Content in English Textbooks**

No	Cultural Content	Materials
1	Target Culture Materials	Stonehenge, the geography in United States, Quotation figure from USA, Wright brother's story.
2	Source Culture Materials	The Biography of President BJ Habibi, Indonesia female singer, Teunku Umar, Malin Kundang, Rumah Gadang, Batik, Indonesian School Uniform, Cuban Rondo Water Fall, Raja Ampat, Borobudur and Prambanan Temple.
3	International Culture Material	Pizza, Korean Artist, Kimono, Kiyomizu Temple, Cross-Culture Materials on Shaking Hand and Table Manner, Malagasy's beliefs about Stonehenge.

From the findings above, target culture material means the culture of a country where English is spoken as first language such as the United States, United Kingdom, and Australia. The data showed that the culture, the quotation and the history of wright were found in English text books. Meanwhile, the target culture from United Kingdom was found as the text Stonehenge.

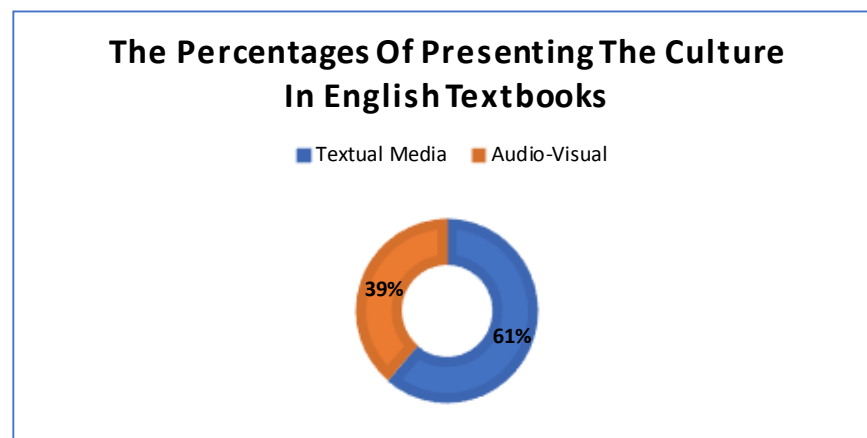
Source culture material refers to the students or local culture as content. The researcher found it within various materials in those books. For this local culture, the data revealed certain legend or folktales of Indonesia, the story of *Malin Kundang* in West Sumatera, by telling the story, the book also included the Indonesian traditional Custom of Padang and traditional house, *Rumah Gadang*. The story of one of the heroes who was from Aceh, Teunku Umar. The original custom of Indonesia called *Batik*. The biography of the third Indonesia president and such an inspiring figure of the young generation, BJ Habibie. The tourism place like *Cuban Rondo* waterfall in Malang-East Java, Raja Ampat, Borobudur and Prambanan Temple. In English text books, the local names of Indonesian also appeared. Those cultures are originally from Indonesia as local materials.

The International Culture Materials consists of various cultures in English and non-English-speaking countries. The researchers found Pizza as the Italian food. The culture from Japan, that is *Kimono* as the traditional custom and *Kiyomizu* Temple. In addition, there are cross-understanding of how to be polite when meet other people by shaking their hands and doing the table manners. The data also proved the belief of the people around the world heritages Stonehenge.

### Media in Presenting the Cultures

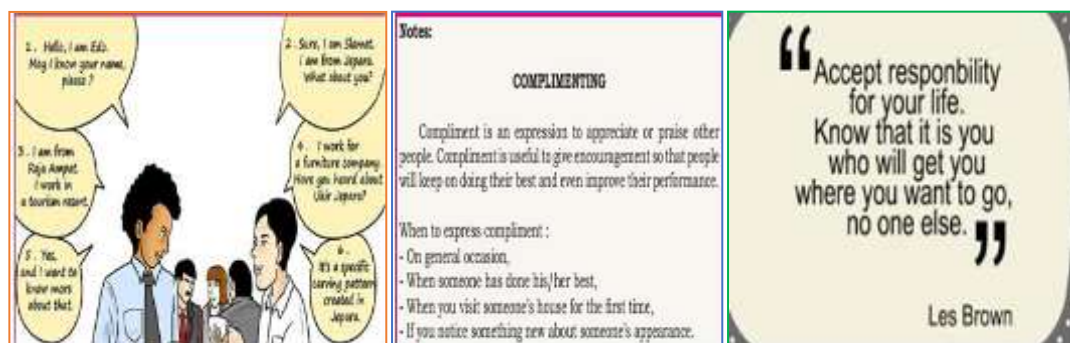
In this current research, the researchers divided the media into two. The first is audio-visual media which cover pictures as the visual media and recordings in the forms of song lyrics as the audio media. The second is textual media. This media covers reading/informative texts, dialogues, contextualized writing tasks, and contextualized speaking tasks. Having analyzed the media of cultural presentation on page by page of the textbook, here is the results of media of cultural presentation which are exposed in seven English textbooks.

Both of audio-visual and textual media are used to present cultural values in the textbook. The two forms of audio-visual media, pictures and sound recordings, are found as the media which illustrate the attempt of the writers on inserting cultural values. In addition, all of the forms of textual media which are used as one of the guidelines in investigating the cultural contents are also found. The researchers in found that pictures, recordings, reading texts, dialogues, contextualized writing tasks, and contextualized speaking tasks are used to present cultural contents in the examined textbook.



**Chart 2. The Percentages of Presenting the Culture in English Textbooks**

In relation to the frequency of the media of cultural presentation, they appear 175 times in various forms. In regard to the two main forms of media, textual media appear most frequently throughout the chapters of the textbook by 109 times (61%) identification. Meanwhile, audio-visual media are identified 66 times (39%) in the whole textbook which are dominantly in the form of pictures. Although this media has a smaller percentage, its appearance can be found in each chapter of the textbook. In other words, audio-visual media are also exposed throughout each chapter as textual media are.



**Picture 3. The Text Media of English Textbooks.**

Among the four forms of textual media, reading/informative texts have the highest percentage. It appears 42 times or 38.5% in the textbook. Reading texts are exposed in various forms such as long reading texts, short reading texts, notes, and quotations. Then, dialogues take the second place by being exposed 27 times (24.8%) which mostly consist of short dialogues which expose the appropriate use of certain expressions. Next, contextualized writing tasks appear 23 times (21.1%), mostly in the forms of gap filling tasks. Following this, contextualized speaking tasks appear 17 times (15.6%). In one text, there is a possibility that it contains more than one cultural load. It is also possible exposing more than one culture.



**Picture 4. The Audio-Visual of English Textbooks.**

As mentioned early that audio-visual media cover two forms; pictures and recordings, and textual media cover reading or informative texts, dialogues, contextualized writing and speaking tasks, here is the detailed information about their appearance in the target textbook. The pictures dominate the exposure of audio-visual media. Based on the analysis, there are 65 pictures (98.5%) which potentially expose cultural values. It is said potentially because those pictures expose some characteristics which label them to be a part of certain countries. Certain features which are able to indicate certain groups of people or country are representative of cultural values of the members.

## Culture Elements inside of English Textbooks

The third research question in this study is what elements of culture are presented in English textbooks. To deal with this question, the data which had been analyzed their cultural contents, by using 27 themes of cultural contents. The results showed that imbalances among in the representation of the textbook among the four dimensions of culture existed. The themes represent aspects of products, practices, and perspectives in which they also reflect the big “C” culture and the small “c” culture. Those themes are education, history, hobby, lifestyle, dressing, transportation, architecture, geography, body language, arts, literature, music, food, nationality, animals, custom, health, perspective, belief, and social norms. Meanwhile, the rest themes, physical appearance, names, and public figures, just represent the aspect of persons. Based on the analysis, a theme which has the highest frequency is education. It appeared 48 times, both in audio visual and textual media. The next theme is public figures which are identified 46 times. Then lifestyle, geography, names, history, perspectives, beliefs, and physical appearance and customs followed. The themes were then classified into four elements of culture, those are products, persons practices, and perspectives (Yuen, 2011).

**Table 4. The Culture Elements**

No	The Elements of Culture	N	Media	
			Text	Audio-Visual
1	<b>Products</b>	47	33	14
2	<b>Person</b>	73	27	46
3	<b>Practice</b>	48	18	30
4	<b>Perspectives</b>	21	21	-

The products element is presented in various forms or themes. Such themes as education showed a uniform which consists of white shirt and grey or blue pair of trouser and skirts is well recognized as the main Indonesian senior high school uniform. The Italian food called *Pizza* as product foreign culture. Dressing theme includes *Batik* and traditional clothes of Minangkabau as the heritages from Indonesia. The theme geography, history, architecture: historical heritage in the form of Stonehenge and *Rumah Gadang* are the representative of cultures as well.

The next dimension of culture is persons. Famous people and typical names can represent the national identity. This dimension firstly covers the exposure of public figures only. However, the existences of the exposures of names which characterize certain countries encourage the researcher to put them into the persons. Moreover, some physical traits which are able to identify the origin of people were also exposed in the textbook. Thus, physical appearance is also covered by this dimension. In addition, local tribes and a group of famous people, such as Korean pop groups, are parts of this aspect. In shorts, persons cover such themes as public figures either solo or groups, names and physical appearances characterizing certain countries.

The practices as elements of culture which are identified in the textbook contain cultural loads since they present ways of life of people, more specifically they mostly presented lifestyles such as congratulating others, giving compliments, showing care or attention, daily activities, and so on. However, those practices did not characterize any specific country. Thus, they cannot be classified into source culture, target culture, and international culture.

The last element which was analyzed in this study is perspectives. This dimension has the lowest frequency among others. In the whole textbook, perspectives are only identified 21 times. Moreover, based on the investigation which is summarized in table 4.4, perspectives are only exposed in textual media. That is to say that the exposure of this aspect is very limited. As stated previously, perspectives are

presented in textual media only. They are presented in the forms of quotations, beliefs, and social norms. Quotations are taken into account as one of the themes in perspectives since the researcher viewed a quotation as a perspective from its speaker. Among those three themes, quotations dominate the exposures of perspectives.

## ***Discussion***

Analysis of the contents in the English textbooks containing four elements of cultural products, persons practices, and perspectives both text and audio-visual boils down to the importance of cultural materials in English learning materials. The researchers may be able to borrow a terminology that cultural as the fifth language ability after reading, writing, listening, and speaking (Vernier et al., 2008).

The purpose of integrating target culture components into textbooks is to assist the learners in enhancing learners' motivation and developing their attitude toward language learning. In this case, students learn about American geography, a world cultural heritage site in the United Kingdom as the culture of the target language. Thus, the students have also to learn the culture of the speakers of English. Since, being able to communicate effectively in English, a speaker is demanded to be comprehend not only in the English, but in the culture also of the native speakers of English (Hardy, 2003).

With material derived from local culture aims to increase students' understanding of Indonesian culture. In turn, students absorb the nation's cultural values both moral, local wisdom, cultural diversity in every aspect of life. Regarding local culture as an English learning material, McKay in his research found that language learning activities using local cultural theme is also cultural exploration activities. Thus, the language learners will then understand and learn about their local culture by discussing local culture materials (McKay, 2003). Meanwhile, the aim of International culture material is to enrich the students' knowledge about culture outside the target culture may be beneficial since encounters with foreigners may occur with people from outside English-speaking countries. Students also know the different cultures of other countries or better known as cross-cultural understanding. Teaching materials that contain cultural themes of other countries ranging from food, traditional clothing, and beliefs will add insight into the horizons of students as citizens of the world (Shin et al., 2011).

Incorporating target language, local cultural and international sources materials into English language materials, the researcher conclude that is the embodiment of character education carried out within the implementation of the 2013 curriculum. The character education guidelines endorse 18 values, such as religiosity, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, patriotism, nationalism, appreciativeness, friendliness, peace-making, love to read, environmental awareness, social awareness, and responsibility (Sulistiyo et al., 2020). This learning objective is in accordance with the laws of the Education system in Indonesia (UU No 20, 2003).

The issues of religious tolerance, racism, moral degradation have been ribbed lately, and even the Education arena has been the scene of these events. The existing values of culturally themed material can reduce conflicts smelling of religion, race and culture in a multi-cultural, multi-ethnic and multi-religion as in Indonesia.

## ***Conclusion***

Some of the conclusions that the researchers can present in this study. First, English language learning materials in culturally themed books can be categorized into three types: Target Language, Local Culture, and International Source materials. Culturally themed English teaching materials appear in the book as many as 175 items. The material is distributed in text and audio-visual, where the majority of

themes are in text by 61% and audio-visual 39%. Material in the form of text and audio-visual in the form of images, posters and others it contains four elements of the culture products, persons practices, and perspectives. Element product appeared 47 times, Person 73 times, while practice and perspective 48 and 21 times.

The theme of culture in English teaching materials will help students in improving their language skills, as well as exploring culture, both language target culture, local and international. Cultural material in English textbooks is a manifestation of character education that aims to provide process and result oriented. Learning activity is then expected to produce students who have character, moral values who then live and interact in multicultural society.

The researchers have several recommendations for policymakers, English teachers and next researchers. For policy makers, the need for teaching materials should explore more local culture from indigenous peoples, for example about *Baduy*, gender equality issues and the materials regarding the environmental issues. Also, material is related to the value of nationalism from the stories of heroes and inspiring stories of Indonesian figures.

English teachers can integrate cultural materials, local wisdom according to the location where teachers and students learn, thus students know more and explore the local culture of their area. For further researchers, the researchers realized that this research is only content analysis, which only reports analysis and interpretation of the content of English textbooks.

Therefore, further study is needed on the analysis of the needs of the latest teaching materials, the development of teaching materials, and the study of the newness of both theory, methodology and techniques of teaching English with cultural-themed materials.

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